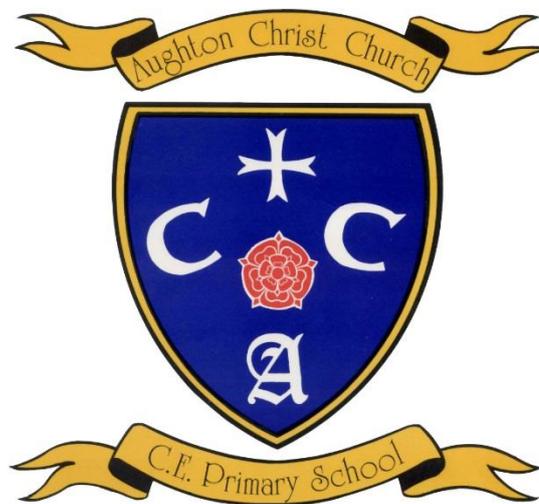


# Aughton Christ Church C of E Primary School

Policy Document

## **MORE ABLE POLICY**



**Reviewed: September 2022**  
**Next Review date: September 2023**

# Aughton Christ Church C E Primary School



## More Able Policy

### 1. STATEMENT OF CURRICULUM INTENT

Our **more able** opportunities are designed to meet the needs of all children at Aughton Christ Church C of E Primary School.

In consultation with parents, governors, children and staff, our broad and balanced curriculum is designed to continually build on knowledge and skills whilst supporting the children's spiritual, moral, cultural, mental and physical development. It prepares all children at the school for the opportunities, responsibilities and experiences of later life through developing resilience, independence and confidence.

This is achieved through a well thought out holistic approach to learning, encompassing high quality outdoor provision and extended opportunities. These experiences allow children to develop a curiosity about the world around them and ask questions to deepen their own learning.

Children are inspired to learn through engaging, meaningful and creative experiences which at every opportunity embrace the cultural diversity of our society. In addition to core skills and essential knowledge, children will develop an awareness and understanding of other people; their own community; the wider world and of their place within it to ensure they have opportunity to develop empathy, resilience, independence and confidence to become educated members of society.

### 2. MISSION STATEMENT

- To educate pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school firmly based on Christian principles.
- To enable pupils to develop their talents, establishing positive and realistic goals.
- To promote Christian values within the school as exemplified by the life and teaching of Jesus Christ.
- To encourage in pupils a sense of decency, respect for others, commitment, self-reliance, responsibility and a healthy self-esteem.
- To help pupils to take their place in the community and to encourage an appreciation of the world in which they live.
- To prepare for the next stage of their education.

### 3. IMPLEMENTING OPPORTUNITIES FOR MORE ABLE PUPILS

## Rationale

At Aughton Christ Church C.E Primary School, we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of more able pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them. In addition, we are committed to developing pupils' social and emotional skills as essential elements in the development of the whole person.

## Definition

At Aughton Christ Church C.E Primary, we use the general term “**more able**” to refer to pupils who demonstrate or have the potential to work at a level above their peers in **any** curriculum area. This may be in one or more areas. It is expected that no more than a third of a cohort would be classed in the category of more able.

## Aims

- To use a range of data, including teacher assessment, to identify our more able pupils.
- To recognise those pupils who may have the potential but currently underachieve.
- To ensure that all staff receive appropriate support and training in identifying and providing for more able pupils.
- To provide support and challenge in the classroom through a curriculum rich in creativity, personalised learning and independent learning opportunities which is set within an ethos of high teacher expectations.
- To ensure that where necessary individuals receive academic or pastoral support to overcome identified barriers to learning.
- To build on existing systems of monitoring and evaluation to track the progress of these pupils.
- To work with parents to help pupils achieve their potential and to be ambitious.
- To provide a range of additional opportunities to develop the experiences of our more able pupils.

## Identification

More able pupils will be identified in the following way:

**MORE ABLE** – A child who has the potential to achieve at a higher level than the majority of their peers in academic subjects. These children will be identified by the teacher as exceeding in any year group. Pupils will also be identified using end of year assessments and teacher-based assessments.

*This may vary from school to school and is in the context of the class.*

*Able can depend on a child's environment and is not a fixed state.*

– A child who has a particular ability in art, music, sport or performing arts.

– A child who is capable of exceptional performance representing around 0.5% of the population nationally will be referred to as '**gifted**'.

Identification will take place using the following criteria:

- SATs
- AREs
- Teacher Observation
- Information from other Professionals or experts from outside agencies eg, Sports Academies, Music Teachers.
- Parental observation/discussion/input
- Information from previous schools
- Pupils' written/oral work
- Agility of thought.
- Show qualities of leadership.
- Extra-curricular participation

**More able pupils may exhibit the following:**

- Original and creative thought Independent, resourceful learning
- Exceptional ability in Music or Art
- Be passionate and exceptionally well informed in a particular area of interest
- Mature verbal articulation
- High motivation
- Ability to empathise with others

**The more able register**

The school's more able register is updated annually. Assessment data is first analysed by the Head Teacher, SLT and Leading More Able Teacher in September. This is followed up by whole staff discussion of data alongside consideration of teacher (past and current) observation. Knowledge of individuals in terms of attitude, family support, social and ethnic background etc are often vital to final decisions regarding identification, addition or removal of children.

It is important that all staff are aware of the possible vulnerability of more able children. For example, some able children are keen to hide their abilities; there may be peer pressure to underachieve. Some able children have excellent verbal ability but are poor writers. Some may have short attention span.

**Planning**

There are five key dimensions to planning for more able pupils:

1. Breadth/Enrichment - inclusion of elements outside the National Curriculum - clustering objectives and/or applying them in different contexts.
2. Depth/Extension – providing more detail and complexity: ensuring higher order questioning.
3. Acceleration – tackling objectives earlier.
4. Independence –setting own tasks/ extending ideas independently.
5. Reflection – making understanding explicit/evaluating own achievements: AFL.

**4. IMPACT – MONITORING, ASSESSMENT AND REPORTING OF MORE ABLE PUPILS**

**(See Assessment, Recording and Reporting Policy)**

## **Role of more able leader**

The role of the more able Leading Teacher is to support the SLT to develop a whole school approach, help colleagues develop good classroom provision and act as champion for more able pupils, ensuring their needs are recognised and catered for within school.

Key tasks include:

- More able and talented pupils are identified.
- Ensuring identification of vulnerable/underachieving pupils.
- Working with SLT to write a policy and action plans.
- Working with Subject Leaders to ensure challenge and support across the curriculum.
- Working with pupils to identify their learning needs.
- Working with pupils and staff to identify possible barriers to success.
- Working with support staff to help overcome barriers to learning.
- Providing extended school provision eg, subjects beyond the curriculum such as clubs, visits.
- Identifying the professional development needs of staff.
- Monitoring provision and evaluating its impact.

## **Role of Subject Leaders**

Subject Leaders have a specific role in ensuring that the curriculum provides opportunities for more able pupils in order that they can develop and demonstrate their abilities. It is important that they consider and identify what skills, attitudes and abilities constitute the highest levels of achievements in their subject. As part of their monitoring procedures, subject leaders will consider how staff are challenging these pupils.

## **Role of Governors**

Our governors determine, support, monitor and review the school's policies.

## **Parental Involvement**

Parents are informed when children are working beyond the level of attainment of the majority of children within their current year group and within a particular subject. It is made clear that this is measured against the abilities and attainments of the particular cohort.

## **Conclusion**

At Aughton Christ Church CE Primary School we want **all** our children to strive to reach their full potential within a creative, stimulating and supportive environment which encourages them to do so. We will provide opportunities for personalised learning and independent learning with appropriate levels of challenge for the most able children. Success will be measured by both academic performance and an increase in the confidence and independence of our learners.

The more able Subject Leader in school is Mrs J Frackelton

Termly monitoring and evaluation of more able will be carried out by the Subject leader and feedback given to staff as a result of this.

**Reviewed**      **September 2022**  
**Next Review**   **September 2023**

**J Frackelton**